

**2001**  
**Technology Literacy**  
**Challenge Fund**  
**Competitive Subgrant Application**

**Closing Date:**  
**Friday**  
**September 28, 2001**



**Virginia Department of Education**  
**P.O. Box 2120**  
**Richmond, Virginia 23218-2120**

**June 15, 2001**

# Virginia's Technology Literacy Challenge Fund Subgrant Award Packet

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# Virginia Department of Education Technology Literacy Challenge Fund Subgrant Application

## Introduction

The U. S. Department of Education has awarded the Commonwealth of Virginia a **Technology Literacy Challenge Grant**. This grant supports state education agencies' efforts to implement their statewide technology plans through *competitive subgrant* funding to local education agencies that are using new technologies to improve schools. The Technology Literacy Challenge Fund is intended to help stimulate local, state, and private sector partnerships focused on fully integrating technology into teaching and learning to help ensure that all students are technologically literate. The Technology Literacy Challenge Fund will be administered under Title III, Part A, Subpart 2, of the Elementary and Secondary Education Act (ESEA).

The Standards of Learning, adopted by the Virginia Board of Education in June 1995, establish high academic standards and assessment in four core disciplines: English, mathematics, science, and history and social science. Access to and use of technology are considered essential to meeting these high standards of learning. Computer/technology skills are essential components of every student's education. In order to maximize opportunities for students to acquire necessary skills for academic success, minimum computer/technology skills for students are identified by the end of grades five and eight in each of the four core disciplines in the Standards of Learning. The Board of Education adopted The Six-Year Educational Technology Plan for Virginia (1996-2002) in June 1996. The Technology Literacy Challenge Grant continues Virginia's educational reform effort to increase student learning and academic achievement using technology.

Recent technology initiatives of the Governor and General Assembly have endorsed the recommendations in the Board of Education's Six-Year Technology Plan, and support many of the goals included in technology plans developed by the school divisions. The Technology Literacy Challenge Fund Subgrants will provide the opportunity for school divisions to supplement state and local funding for technology. These funding sources strengthen efforts to support teaching and learning through the use of technology.

This document includes guidelines for the development of an application for a subgrant.

Guidelines consist of the following:

- ◆ an overview of the definition and purpose of the subgrant;
- ◆ an overview of the objectives, design, eligibility requirements, and components of the subgrant;
- ◆ a description of the process and criteria for awarding subgrants;
- ◆ directions for preparing and submitting a subgrant application; and
- ◆ an appendix that provides additional information about selected subgrant components.

Interested school divisions should plan to submit a subgrant application in digital format (via email) no later than Friday, September 28, 2001 to gcreasy@pen.k12.va.us. An email confirmation will be sent.

The second part of the application process will include an “intent to submit” packet that will be mailed to Technology Literacy Challenge grant coordinators in each school division by June 15, 2001. It will include a cover page (showing the school division’s poverty index, a “model” proposal budget, federally required project assurance and equitable access forms. This packet must be returned via mail to the Department of Education (with the superintendent’s signature) by July 15, 2001. This submission will be considered an “intent to submit” regarding a school division’s TLC grant proposal for the 2001-2002 grant period.

### **Overview of Subgrant**

A subgrant award represents an important opportunity to improve and support teaching and learning, through the use of technology in Virginia’s schools and classrooms. Subgrant funds are to be used to improve teaching and learning through the implementation of the training component included in state, school division and school technology plans. The subgrant application process is designed to ensure equity of access to available funds by public school divisions that have the highest percentages of children in poverty and demonstrate the greatest need for technology to improve teaching and learning. In compliance with ESEA, subgrants must be competitive and address the needs of disadvantaged students. Only local school divisions may submit applications. Private schools and consortia are eligible to participate with a local school division.

### **State Use of the Technology Literacy Challenge Grant**

The Virginia Department of Education has developed a *competitive* process that will award \$6,471,557 in 115 *subgrants* to school divisions that have the highest numbers or percentages of children in poverty and demonstrate the greatest need for technology. Subgrant funds will be made available to school divisions on a cost-reimbursable basis. Technology Literacy Challenge Subgrants have the potential to:

- ◆ expand and increase local technology training programs for teachers, administrators, or library media specialists as well as for parents as described in the school division’s technology plan, and
- ◆ provide software/hardware for teaching and learning in support of the Standards of Learning.

Funds from this subgrant, when used with other local and state technology funds, will provide opportunities for local school divisions to have considerable impact on teaching and learning using the latest educational technology.

## Use of Subgrant Funds by Local School Divisions

The true focus of the Technology Literacy Challenge Subgrant is for technology training and acquisition of supporting software/hardware. Funding will range from a minimum of \$30,000 to a maximum of \$56,300 per subgrant. One hundred and fifteen subgrants will be awarded. Project expenditures may include training and software/hardware costs to support training. Costs associated with software/hardware must be directly related to training and specifically described in the grant proposal. School divisions must spend grants funds using the following general guidelines:

- ◆ Up to 100 percent of the subgrant may be spent for training;  
or
- ◆ Up to 50 percent of the subgrant may be spent for training and up to 50 percent for software;  
or
- ◆ Up to 50 percent of the subgrant may be spent for training and up to 50 percent for hardware (with or without software loaded);  
or
- ◆ Up to 50 percent of the subgrant may be spent for training and up to 50 percent for any combination of software and hardware costs;
- ◆ Materials and supplies (other than software) may not exceed 20 percent of the total grant amount.

The following expenditures are unallowable items:

- ◆ subscriptions and organizational memberships
- ◆ local and state taxes
- ◆ non-project related supplies
- ◆ salaries and benefits (except for payment of substitutes and stipends)
- ◆ equipment and capital outlay (except for loaner computers)
- ◆ indirect costs for capital outlay

Up to five percent of the total subgrant award may be used by a school division to offset administrative costs. Subgrant funds will be made available to the school division on a cost-reimbursable basis.

## Funding Period

Subgrant funds are for use from November 1, 2001 to September 27, 2002, and must be used to provide training opportunities for teachers, administrators, library media specialists, or for parents to become proficient users of new technologies that support high quality learning. Expenditures of funds should be monitored closely throughout the grant period to avoid a possible unexpended grant balance.

## Eligible Applicants

Each public school division in the Commonwealth is eligible to submit an application for a subgrant. Subgrants will be awarded to school divisions in four categories based upon the percentage of children in poverty as determined by the U.S. Department of Commerce. The poverty index is a composite score used by the Virginia Department of Education to distribute state and federal funds to school divisions. It reflects the number of students living in poverty compared to the total school population.

Section 3135(d) of the ESEA provides that school divisions may apply for a subgrant as part of a consortium with other local educational agencies, institutions of higher education, intermediate educational units, libraries, other educational entities, or community organizations appropriate to provide local programs. Collaboration with other groups represents an opportunity to pool resources in creative ways that have the potential to broaden the impact on teacher training and software procurement. The subgrant must be submitted by the local education agency. That agency also assumes the responsibility as fiscal agent.

## Eligibility Categories

The Poverty Index\* and corresponding Award Category are preprinted on each school division's subgrant application cover sheet.

- Category I.** Twenty-five (25) subgrant awards will be made to school divisions with a percent of students in the poverty index between 5.22 and 13.26.
- Category II.** Twenty-eight (28) subgrant awards will be made to school divisions with a percent of students in the poverty index between 13.36 and 18.78.
- Category III.** Thirty (30) subgrant awards will be made to school divisions with a percent of students in the poverty index between 18.88 and 24.79.
- Category IV.** Thirty-two (32) subgrants will be made to school divisions with a percent of students in the poverty index between 24.85 and 36.63.

\* Sources: Virginia Department of Education. *Fall Membership, 1999*  
U.S. Department of Commerce. Bureau of the Census. *Census Poverty Data, 1997*

## Private School Participation

The Technology Literacy Challenge Fund Subgrant is governed by the same statutory provision that applies to many other federal programs. Under ESEA, local education agencies or consortia that receive awards from their state educational agency shall, after timely and meaningful consultation with appropriate private school officials during the design and development of the subgrant application,

provide children enrolled in private schools, as well as their teachers and other educational personnel, with an opportunity to participate on an equitable basis in the Technology Literacy Challenge Fund. The ESEA also requires that the administration, control of funds, and resources acquired must remain with the school division.

### **Responsibilities of the Virginia Department of Education**

The Department of Education's Technology Division will administer the subgrant award and will coordinate the program with other divisions within the Department. The Technology Division's responsibilities will include: notifying school divisions of availability of funds, creating and distributing subgrant applications, and related material, assisting school divisions with planning and preparing applications, administering the application submission and approval process, organizing and conducting the competitive proposal review process, notifying school divisions of the award of subgrants, monitoring funded projects for compliance and progress with state and federal requirements, providing technical assistance and training during program implementation, and maintaining fiscal and other records.

### **Responsibilities of School Divisions**

The school division is responsible for coordinating the project, assuring equitable participation, maintaining financial records for a minimum of three years, applying for reimbursement, maintaining inventories, conducting an evaluation of the project, and submitting mid-year and final reports.

### **Subgrant Application Requirements**

Grant applications should be organized into sections that are identifiable to the reviewer. An application is expected to contain the following information:

- ◆ an overview of the project;
- ◆ specifics concerning the goals, objectives, and anticipated results;
- ◆ a description of how the plans/project meet the Six Year Educational Technology Plan for Virginia and local goals to improve teaching and learning through application of technology;
- ◆ a detailed budget, showing reasonable and justifiable projected costs to support the training and required software/hardware;
- ◆ a local evaluation plan to assess the results of the project;
- ◆ the inclusion of consortia in the project.

The application should also include:

- ◆ an assurance that all schools in the division and private schools had an opportunity to participate in the subgrant proposal; and

- ◆ a description of the steps that the school division will take (if barriers exist) to ensure equitable access to, and participation in, the Technology Literacy Challenge Competitive Subgrant Award. (Section 427 of the General Education Provisions Act [GEPA]).

Each school in the Commonwealth has a current [three to five-year] long-range technology plan on file with the Department of Education. That plan will meet the requirement that schools applying for a subgrant have an updated technology plan.

## **Subgrant Selection Process**

The Department of Education will facilitate the review of subgrant applications to select proposals for funding and the level of funding. The applications will be reviewed by a panel of administrators and specialists who are knowledgeable about integrating technology, staff development, and curriculum. Educators or administrators from school divisions submitting applications are ineligible to serve on the review panel for their eligibility category.

Applications will also be reviewed for the extent to which the proposal demonstrates sufficient duration, size, scope, and quality to provide professional development and expand the use of technology to improve student learning.

Applications must include a detailed budget showing reasonable and justifiable projected costs.

Applications must address federal requirements of Section 3135, ESEA (see Appendix, page 14), which governs applications from school divisions.

## **Instructions**

### **Subgrant Application Procedures (Part 1)**

To be eligible for a subgrant, a school division must submit an electronic version of their proposal to the Virginia Department of Education no later than Friday, September 28, 2001. (Fax copies and hard copy submissions **will not** be accepted.)

The proposal should be double-spaced with at least one inch margins. Each section of the application should be completed in full. Sections A through F of the subgrant application should be no more than eight pages in length. The following organization should be used to ensure that the reviewers can determine that all subgrant requirements have been met.



A brief description of contents of each section is provided below.

### **Application Form**

The subgrant application has a total value of 100 points. There are six sections to the application. Each section has a value ranging from 10 to 30 points.

#### **Section A**

**Project Overview (15 points):** briefly summarizes the detailed information presented in the proposal. It will be used to respond to requests for information on applicants, and may be posted on the DOE Webpage

The Project Overview includes:

- ◆ the need for the project,
- ◆ target audience,
- ◆ a list of consortium partners,
- ◆ proposed activities,
- ◆ intended results, and
- ◆ how proposed activities relate and continue staff development and activities supported by previous grants and/or local funding.

#### **Section B**

**Details of the Project (30 points):** is a narrative explaining goals, action plans, and purchasing priorities.

Details of the Project includes:

- ◆ goals, and objectives of the proposal;
- ◆ a description of the type of training to be conducted;
- ◆ timetable for training;
- ◆ specifics concerning the goals, objectives, timetable for implementation, and target audience;
- ◆ anticipated results;
- ◆ resources such as services to support the training;
- ◆ involvement of consortia; and
- ◆ required services/resources.

#### **Section C**

**Coordination (10 points):** describes how the plans/project meet state and local goals to improve teaching and learning through the use of technology.

#### **Section D**

**Funding Considerations (20 points):** a detailed budget narrative (each major expenditure category shown) for the project which shows reasonable and justifiable projected costs to support the training and any software/hardware acquisitions. Please refer to "model" budget sent.

The grant proposal budget should also indicate estimated dollar amounts by "object code" categories that are necessary for the administration and implementation of the project.

**Section E**

Evaluation (**15 points**): describes methods that will be used to provide ongoing evaluation of how training and supporting software/hardware improve teaching and student learning.

This section includes:

- ◆ methods of evaluation used and types of data to be collected
- ◆ how the evaluation plan is directly related to the goals of the initiative
- ◆ timelines of when the evaluations will be implemented

**Section F**

Collaborative Agreements (**10 points**): describes the role of consortia in the project. In accordance with Section 3135(d) of the ESEA, local education agencies may apply for a subgrant as part of a consortium with other local educational agencies, institutions of higher education, intermediate educational units, libraries, other educational entities, or appropriate community organizations.

**Subgrant Application Procedures (Part II)**

The second part of the application process will include an “intent to submit” packet that will be mailed to Technology Literacy Challenge grant coordinators in each school division by June 15, 2001. It will include a cover page (showing the school division’s poverty index), a “model” proposal budget, federally required project assurance and equitable access forms. **This packet must be returned via mail to the Department of Education (with the superintendent’s signature) by July 15, 2001.** This submission will be considered an “intent to submit” regarding a school division’s TLC grant proposal for the 2001-2002 grant period.

**Project Assurance**

Project assurances are designed to achieve the objectives required by Section 3135, ESEA: Local Applications (see page 14, application package), and by Virginia’s SEA Application for financial assistance under the Technology Literacy Challenge Fund. This form must be completed and signed by the division superintendent.

**Equitable Access and Participation Description**

This is a description of the steps (if barriers exist) that the school division will take to ensure equitable access to, and participation in, the Technology Literacy Challenge Competitive Subgrant Award.

## Subgrant Reporting

Local education agencies will be expected to file a midway report to the Virginia Department of Education and a final online progress report to the U.S. Office of Education. Reports will consist of the following areas:

- ◆ how goals in your grant proposal are being achieved
- ◆ how state technology goals (directly impacted by the TLCF) are aligned with local technology plan goals
- ◆ how local technology goals support school division learning goals
- ◆ specific impact of your division's use of TLCF funds
- ◆ impact of your TLCF grant on partnerships with businesses, and other public and private entities

To simplify and streamline reporting, mid-term data collection will be very similar to final online reporting requirements.

Records of all subgrant programs must be maintained at least three years. Data from these records should be useful in the evaluation of the division's project. The Department of Education will use the data to compile a state report for the U.S. Office of Education.

## Distribution of Subgrant Funds

All project funds must be spent according to the approved project proposal. Subgrant funds will be distributed in the form of reimbursement. Requests for reimbursement may be submitted when 50 percent of the training and software/hardware acquisition has been completed, and again at the end of the project. Any expenditures obligated after the designated period cannot be processed. Subgrant recipients will be expected to follow reimbursement procedures and respond to all grant requirements in a timely manner. **Unobligated grant funding will not be available past the reimbursement deadline date.**

**Timetable**

<b>June 15, 2001</b>	Application posted on DOE Web site
<b>July 15, 2001</b>	Project Assurance ("Intent to Submit") packet due at the Virginia Department of Education (via regular mail)
<b>September 28, 2001</b>	Electronic applications due at the Virginia Department of Education (via email)
<b>October 31, 2001</b>	Subgrant awards announced
<b>November 1, 2001- September 27, 2002</b>	School divisions implement grant proposal
<b>May 16, 2002</b>	Midterm electronic progress reports due to Virginia Department of Education (via email)
<b>September 27, 2002</b>	Project cycle ends. Funds must be obligated by this date.
<b>December 2, 2002</b>	Final requests for reimbursement and reports due to the Virginia Department of Education
<b>December 31, 2002</b>	Final online report due to U.S. Office of Education (via email)

# Appendix

## 2001 Technology Literacy Challenge Fund Virginia School Division Competitive Subgrant Evaluation Criteria

School Division: \_\_\_\_\_  
Consortium Partners: \_\_\_\_\_

The subgrant applications will be evaluated using the following conceptual framework and weighting system:

Criteria*	Maximum Score	Project Point Score
<b>Project Overview:</b> a general description of the project that is consistent with the purpose of the subgrant. May include: identification of the need for the project; a description of audience served, and a description of the method for accomplishing intended results consistent with the primary purpose of the grant.	<b>15 points</b>	_____
<b>Details of the Project:</b> Includes specifics concerning goals, objectives, target populations, plan of action, resources, timelines, and expected results.	<b>30 points</b>	_____
<b>Coordination:</b> Describes how the plan/project meets state and local technology plan goals to improve teaching and learning through application of technology.	<b>10 points</b>	_____
<b>Funding Considerations:</b> Provides a detailed budget for the project which shows reasonable and justifiable projected costs to support the training and software/hardware acquisitions required.	<b>20 points</b>	_____
<b>Evaluation:</b> Indicates development of a local program evaluation plan to assess results of the project. Clearly describes what is being evaluated. Includes purpose of the evaluation. May also spell out limitations, barriers, etc. Indicates who is responsible for analyzing and reporting, and procedures.	<b>15 points</b>	_____
<b>Collaborative Agreements:</b> Includes any combination of groups of public, profit, or nonprofit agencies.	<b>10 points</b>	_____
<b>Total Score:</b>	<b>100 points</b>	_____

*\*As appropriate, Section 3135, ESEA requirements will be addressed in each evaluation criteria.*

## Expenditure Accounts Descriptions

These accounts are for recording expenditures of the school division for activities under its control. The descriptions provided are examples only. Each expenditure category for the project must be approved by the project manager. Successful applicants will receive a "Reimbursement Handbook." The following are definitions of the categories.

Object Code	Definition
<b>3000</b>	<b>Purchased/Contracted Services</b> Supportive services acquired from outside sources (i.e. private vendors, tuition, client/participant travel). Any professional development services, private vendors, expenditures for tuition, or any evaluation component should be included under this section.
<b>4000</b>	<b>Internal Services</b> Charges from the school division or local government to project for services
<b>5000</b>	<b>Other Charges</b> Salaries of substitutes, staff consultant travel, utilities, communications, leases/rentals, or stipends
<b>6000</b>	<b>Materials/Supplies</b> Includes software, instructional materials, and articles and commodities which are consumed or materially altered when used
<b>8000</b>	<b>Capital Outlay</b> Expenditures for computers (loan program)

# ESEA Requirements for Local Applications

## “SEC. 3135. LOCAL APPLICATIONS.

“Each local education agency desiring assistance from a State educational agency under section 31329(a)(2) shall submit an application, consistent with the objectives of the systemic statewide plan, to the State educational agency at such time, in such manner and accompanied by such information as the State educational agency may reasonably require. Such application, at a minimum, shall –

“(1) include a strategic, long-range (three- to five-year) plan that includes:

“(A) A description of the type of technologies to be acquired, including specific provisions for interoperability among components of such technologies and, to the extent practicable, with existing technologies;

“(B) An explanation of how the acquired technologies will be integrated into the curriculum to help the local educational agency enhance teaching, training, and student achievement;

“(C) An explanation of how programs will be developed in collaboration with existing adult literacy service providers to maximize the use of such technologies;

“(D) (i) A description of how the local educational agency will ensure ongoing, sustained professional development for teachers, administrators, and school library media personnel served by the local educational agency to further the use of technology in the classroom or school library media center; and

(ii) A list of the source or sources of ongoing training and technical assistance available to schools teachers and administrators served by the local educational agency, such as State technology offices, intermediate educational support units, regional educational laboratories or institutions of higher education

“(E) A description of the supporting resources, such as services, software and print resources, which will be acquired to ensure successful and effective use of technologies acquired under this section

“(F) The projected timetable for implementing such plan in schools;

“(G) The projected cost of technologies to be acquired and related expenses needed to implement such a plan

“(H) A description of how the local educational agency will coordinate the technology provided pursuant to this subpart with other grant funds available from State and local sources;

“(2) Describe how the local educational agency will involve parents, public libraries, business leaders and community leaders in the development of such plan;

“(3) Describe how the instructionally based technologies will help the local educational agency

“(A) promote equity in order to support State content standards and State student performance standards that may be developed;

“(B) provide access for teachers, parents and students to the best teaching practices and curriculum resources through technology;

“(4) Prescribe a process for the ongoing evaluation of how technologies acquired under this section

“(A) will be integrated into the school curriculum; and

“(B) will affect student achievement and progress toward meeting the National Education Goals and any challenging State content standards and State student performance standards that may be developed.

“(d) FORMATION OF CONSORTIA.-A local education agency for any fiscal year may apply for financial assistance as part of a consortium with other local educational agencies, institutions of higher education, intermediate educational units, libraries, or other educational entities appropriate to provide local programs. The State educational agency may assist in the formation of consortia among local educational agencies, providers of educational services for adults and families, institutions of higher education, intermediate educational units, libraries, or other appropriate educational entities to provide services for teachers and students in a local educational agency at the request of such local educational agency.

“(e) COORDINATION OF LOCAL APPLICATION REQUIREMENTS.-If a local education agency submitting an application for assistance under this section has developed a comprehensive education improvement plan, in conjunction with requirements under this Act or the Goals 2000: Educate America Act, the State educational agency may approve such plan, or a component of such plan, notwithstanding the requirements of subsection (e) if the State educational agency determines that such approval would further the purposes of this subpart.